Program Review- Evaluation of Self Study

INSTRUCTIONS: In the table below, **check (✓)** the number that best represents your opinion of the particular component of the program review according to the following scale:

1 = not addressed	2 = poorly addressed	3 = satisfactorily addressed	4 = excellently addressed	n/a = not applicable

In the comments section, please provide feedback on the quality of the program itself as reflected in the self-study. We are primarily interested in deficits and suggestions to remedy deficits.

SECTION A: Vision and Mission Statements, Goals, and Objectives	
(A.1) Program mission statement outlines the program goals and their relationship to the institutional mission statement.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(A.4-A.5) Program's goals and outcomes are sufficiently described	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
SECTION B: Description of the Program	
(B.1) Degree requirements for the program are specified, following the description of the program published in the college catalog.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(B.2) Congruence between course and program outcomes (and national standards and expectations in the discipline or profession) are described. State if not applicable.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(B.3) Congruence between courses, curricular goals, and prerequisite patterns are described.	
Comments:	1 2 3 4 n/a
(B.4) Balance between breadth and depth designed in the program is explained.	**Rating** (check **one**)

Rating Scale

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Comments:	1 2 3 4 n/a

(B.5) Methods used to ensure comparable learning outcomes among multiple sections of a course are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

(B.6) Efforts to assure that required courses and electives are offered on a schedule to meet the needs of various student constituencies are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

(B.7) Internship opportunities and the rationale for assigning credit are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

(B.8) Describe research opportunities for students and their place in the program.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

(B.9) Departmental procedures, including student participation, for the development, review, and evaluation of courses are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

(B.10) Advisement procedures and the way the department/program assesses advisement effectiveness are described.	**Rating** (check **one**)

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Comments:	1
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	n/a

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SECTION C: Description of the Program Outcomes	
(C.1) The effectiveness of the program in achieving its goals and objectives in the discipline(s) is analyzed. The procedures, criteria, and methods used for this assessment are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(C.2) The effectiveness of the program in achieving its goals and objectives in general education is analyzed. The procedures, criteria, and methods used for this assessment are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(C.3) The effectiveness of the program in achieving its goals and objectives for intellectual growth is analyzed. The procedures, criteria, and methods used for this assessment are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(C.4) Discipline-, college-, and community-related student activities, and how the program promotes and supports faculty and student involvement and effort are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(C.5) How the program responds to the needs of the community is described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
SECTION D: Description of the Faculty	
(D.1) Faculty Profile and Demographics	
(D.1) Faculty Summary--Number of faculty assigned to the program (full-time, part-time, and adjunct) is provided.	**Rating** (check **one**)

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Comments:	1 2 3 4 n/a

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(D.1 cont.) Faculty demographics are described	Rating (check <u>one</u>)
Comments:	1 2 3 4 n/a

(D.1 cont.) Faculty—Credentials are described, breaking them down into those with Bachelor's Degrees, Master's Degrees, and Doctorate.	Rating (check <u>one</u>)
Comments:	1 2 3 4 n/a

(D.1 cont.) Faculty—Experience is described, breaking it down into 0-3 yrs., 4-7 yrs., 8-11 yrs., 12-15 yrs., 16-24 yrs., and 25+ yrs, Full Time and Part Time.	Rating (check <u>one</u>)
Comments:	1 2 3 4 n/a

(D.1 cont.) Evidence of subject matter mastery (e.g. conference attendance, publications, offices held in professional organizations, honors) is provided.	Rating (check <u>one</u>)
Comments:	1 2 3 4 n/a

(D.2) Effectiveness in Teaching

(D.2) Hiring procedures are described, including formulation of the job description, publication of the position, representation on the search committee, and responsibility for the final decision. Copies of faculty vitae should be included.	Rating (check <u>one</u>)
Comments:	1 2 3 4 n/a

(D.3) The training and interests of the faculty and how this contributes to the breadth of the program's mission is explained. Areas, if any, in which greater strength would be beneficial are indicated.	Rating (check <u>one</u>)
Comments:	1 2 3 4 n/a

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(D.4) Teaching loads are analyzed within the program by how they are distributed among full-time and part-time faculty (no. courses/no. students).	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(D.5) Faculty innovations in teaching are highlighted.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(D.6) The program's procedures for evaluating effectiveness in teaching are described.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(D.3) Scholarly Ability	
(D.7) The recent scholarly and creative contributions of the program faculty that are important to the program goals are described.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(D.8-12) Effectiveness of University Service	
(D.8 The faculty's service to the college, such as a committee work, administrative work, public service, and other activities that contribute to the fulfillment of the program's mission in relation to the college and the community are described.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(D.9) The relationship of the program to the university and the community through the service of the faculty is described.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a

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(D.5) Continuing Growth	
(D.10) The steps taken to assure that the faculty maintain currency in their disciplines and activities that results in the continuing growth of the faculty are identified.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(D.11) The activities and processes faculty members engage in to improve their own teaching to assure the success of all their students in a multicultural society are described.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(D.12) The relative weight of the five criteria for evaluation and promotion in the *Policies of the Board of Trustees* in the consideration of rewards: mastery of subject matter, effectiveness in teaching, scholarly ability, effectiveness of University service, and continuing growth are described.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
<u>SECTION E</u>: Description of the Students	
Students and Their Characteristics (Annual cohorts for the past five years)	
(E.1) Total number in majors is listed by full-time, part-time, age, and gender.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(E.2) Total student credit hours taught is described.	**Rating** (check <u>one</u>)
<u>**Comments**</u>:	1 2 3 4 n/a
(E.3) A comparison of the student racial/ethnic diversity of the program to that of the institution, other institutions, and the state is presented.	**Rating** (check <u>one</u>)

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	Rating (check **one**)
(E.4) Retention rates are described.	
Comments:	1 2 3 4 n/a
(E.5) Other relevant data such as transfer status and race/ethnicity is described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.6) Annual Graduates	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.7) Program Completion Rates	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.8) Graduate Characteristics	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
Recruitment	
(E.9) Program strategies used in recruitment are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.10) The program minimum requirements for admitting students are identified.	**Rating** (check **one**)

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Comments:	1 2 3 4 n/a
(E.11) The acceptance ratio is explained.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.12) Enrollment patterns are analyzed over the past five years.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
Student Needs	
(E.13) The goals of the students entering the program are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.13 cont.) The financial needs of the students enrolled are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.13 cont.) The academic needs of beginning and transfer students are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.13 cont.) The special needs of groups of students, such as nontraditional, international, disabled, and under-prepared students are described.	**Rating** (check **one**)

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Comments:	1 2 3 4 n/a
Special Student Services	
(E.14) Provisions made for groups of students with special needs in this program including non-traditional students, international students, students with disabilities, students in need of remediation or tutorial services, non-residential, and online students are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.15) Academic placement procedures are explained.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.16) Advisement policies and procedures for all students including special groups are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.17) The diverse learning styles of the students and strategies for engaging them are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.18) The orientation activities designed to introduce students to the program are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.19) Attrition patterns are analyzed and efforts to improve retention are described.	**Rating** (check **one**)

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Comments:	1 2 3 4 n/a

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Support Services	
(E.20) Support services including tutoring, support groups, or mentoring programs are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
General Student Life	
(E.21) Provisions for all of the students in the following areas: Orientation, diagnostic evaluation and placement, library and media resources, computer resources, health and counseling services, career advisement and job placement are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.22) Student and faculty satisfaction with services that support the program are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.23) The general campus environment and climate is described. Their impact upon student performance is explained.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(E.24) How student affairs and academic affairs coordinate efforts to contribute to student success are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
SECTION F: Data from Assessment of Student Learning and Performance	
(F.1) Student learning outcomes are described.	**Rating** (check **one**)

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(F.2) Programmatic assessment instruments and key assignments are described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

(F.3) Data on student satisfaction and/or engagement from nationally or locally developed instruments is presented.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

(F.4) Follow-up data on student placement for the last five years is provided for career programs, including year(s) of data collected and total number of student responses indicating % employed in the field, % employed elsewhere, % seeking employment, and % continuing education. For transfer programs, student persistence and success rates of the past 5 years is provided.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

(F.5) Results of any alumni follow-up surveys that reflect student outcomes are described (if applicable).	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

SECTION G: Uses of Program Evaluation and Assessment Findings	
(G.1) The dissemination of the results of the program review to appropriate constituencies is described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a
(G.2) The planning processes, including those to be used to formulate and implement changes based on program review analysis is described.	**Rating** (check **one**)
Comments:	1 2 3 4 n/a

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(G.3) The most recent evaluation of the program is described, including what was learned from the evaluation and what improvements resulted.	Rating (check **one**)
Comments:	1 2 3 4 n/a

SECTION H: Conclusion (Generally completed after external reviewer report is returned. If information is present, please review.)	
(H) Discussion of all the information contained in the previous sections and conclusion that may be drawn from the data are presented.	Rating (check **one**)
Comments:	1 2 3 4 n/a

SECTION I: Reviewer Summary	
(I.1) What are the major strengths of the Program?	
(I.2) What are the major weaknesses of the Program?	